Abstract

Neurocognitive Approaches in the Study of Child Poverty: Conceptual and Methodological Considerations. Several studies carried out since the second half of the XXth century have demonstrated that poverty significantly influences child cognitive and emotional development. In the last decades, several intervention programs have been implemented to optimize the development of children living in poverty. Some of them had positive effects, and also allowed the identification of effectiveness principles. However, such approaches have not yet been integrated conceptually and methodologically with the intervention efforts proposed by Cognitive Neuroscience. Based on examples of interventions implemented by Developmental Psychology and Cognitive Neuroscience, the present study analyzes some of the main aspects to be considered in such integration. Our work further evaluates several potential contributions from Cognitive Neuroscience to the design and implementation of intervention programs for children living in poverty.

Keywords

Cognitive development, social vulnerability, intervention, cognitive neuroscience.